



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT World Cultures

COURSE Spanish III

Curriculum Development Timeline

School: Ocean Township High School

Course: Spanish III

Department: World Cultures

Board Approval	Supervisor	Notes
August 2009	Gina Hagerman	Born Date
July 2012	Steve Sarles	Revisions
July 2015	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2021	Michael Emmich	Alignment to Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Weather Patterns and Natural Disasters of the Spanish Speaking World	11	Myths and Legends of the Americas
2	Weather Patterns and Natural Disasters of the Spanish Speaking World	12	Myths and Legends of the Americas
3	Weather Patterns and Natural Disasters of the Spanish Speaking World	13	Myths and Legends of the Americas
4	Weather Patterns and Natural Disasters of the Spanish Speaking World	14	Myths and Legends of the Americas
5	Weather Patterns and Natural Disasters of the Spanish Speaking World	15	Myths and Legends of the Americas
Week	Marking Period 2	Week	Marking Period 4
6	Medical Emergencies	16	Hispanic Cuisine and Its Health Impact
7	Medical Emergencies	17	Hispanic Cuisine and Its Health Impact
8	Medical Emergencies	18	Hispanic Cuisine and Its Health Impact
9	Medical Emergencies	19	Hispanic Cuisine and Its Health Impact
10	Medical Emergencies	20	Hispanic Cuisine and Its Health Impact

***LGBT/Persons with Disabilities** lessons appear in the “Myths and Legends of the Americas” unit

****Climate Change** lessons appear in the “Weather Patterns and Natural Disasters of the Spanish Speaking World” unit

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Core Instructional & Supplemental Materials including various levels of Texts

Avancemos 3 online textbook (college prep/ADV), Yabla, Google Maps, 20 Mundos readings(ADV), Voicethread, Padlet, Edpuzzle, Adobe premier, Movie Maker, Geografia workbook(college prep), storyboard that

Time Frame

Weeks 1-5

Topic

Weather Patterns and Natural Disasters of the Spanish Speaking World

Alignment to Standards

2020 NJSLS <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7

Learning Objectives and Activities

Students will be able to:

- Identify geographic features and the role these play in the occurrence of natural disasters in Latin American countries.
- Describe common weather conditions using idiomatic expressions in the past and present tense in the target language.
- Utilize the appropriate unit of measure for temperature as used in Spanish Speaking countries
- Identify the importance of various geographical areas and their impact on the weather.
- Request survival items using the target language.
- Describe natural disasters offering details on why, when and where they have taken place in Latin American history using the “present perfect” and “past participle” in the target language.
- Illustrate natural disaster data in order to determine most common types and areas affected.
- Determine if there has been an increase or decrease in natural disasters across the last five decades and the possible causes behind the patterns.

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- State cause and effect of natural disasters and how the Latin American population has dealt with the aftermath throughout history.
- Identify disaster preparedness procedures and use the information to create a “preparedness guide” utilizing formal commands in the target language.

Activities:

- Daily weather forecast
- Newspaper clippings/videos
- Maps
- Weather pattern chart
- Celsius/Fahrenheit converter
- Organizers
- Weather picture prompts
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Oral activities
- Graphs
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- Daily weather chart
- Country weather/geography presentational
- Presentational writing prompt
- Role play
- Homework - Interactive/performance-based assignments using virtual educational platforms
- Personal journal
- Timeline creation (group work)
- Graph creation - Data analysis
- Class discussion

Summative:

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- Creating and writing an emergency plan tailored to fit their individual family needs.
- Google voice assessment- Presentational speaking prompts

Benchmark:

- Students must be able to evaluate, discuss and plan accordingly for common weather patterns and the possibility of natural disasters in Latin America, utilizing at least three forms of communication skills (speaking, interpersonal, presentational or writing) in the target language.

Alternative:

- Students must be able to create an informational video showing the steps to take in order to remain safe during any given natural disaster.

Interdisciplinary Connections

- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity environment, and address climate change issues.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.IML.5 - Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
- 9.4.12.IML.6 - Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will use Google Educational tools in order to investigate concepts, topics, etc.

Students will consider the appropriateness of the digital tool for the task.

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COURSE Spanish III

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12. Work productively in teams while using cultural global competence

Time Frame

Weeks 6-10

Topic

Medical Emergencies

Alignment to Standards

2020 NJSL <https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf>

7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7

Learning Objectives and Activities

Students will be able to

- Report dangerous situations in detail.
- Recognize and describe symptoms of discomfort.
- Express needs and seek help.
- Provide self-care and illness prevention advice using reflexive verbs, formal commands, the conditional tense and object pronouns in the target language.
- Identify cultural/environmental conditions that foster dangerous bacterial and viral illnesses in Latin American Countries.
- Understand the influence of indigenous beliefs on traditional medicine.
- Compare/contrast medical treatment options Traditional/Natural medicine approaches.

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Activities:

- Video clips
- Organizers
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Oral activities
- Graphs
- Cooperative learning activities
- Info gap activities
- Listening Comprehension Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- PSA Brochure/
- TPR activities
- Homework
- Google voice assessment-Oral Presentation reactions
- Presentational speaking prompt
- Natural medicine research
- Personal journal
- Online assessment activity (vocabulary and grammar quizzes)

Summative:

- Illness research and Prevention Campaign Interpersonal presentation
- Google voice assessment- Presentational speaking prompts

Benchmark:

- Students must be able to evaluate, discuss and identify potential health risks related to traveling to Latin America utilizing at least one form of communication skills (speaking, interpersonal, presentational or writing) in the target language. They will create a PSA campaign regarding the most common infectious disease of Latin America and how these can be treated and / or avoided. This will be done in the form of an oral presentation 100% in the target language.

Alternative:

- Students can create a 5-minute video commercial offering the same information described above.

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Interdisciplinary Connections

Latin American traveling includes risk of infection from illnesses and viruses proper to each area. Students research the most common infectious diseases of Latin American as they provide a detailed description of transmission, symptoms and practical ways of treatment and prevention. This process requires extensive reading and basic research regarding geographic location, vector animals, and sanitation levels.

- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
- 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will use Google Educational tools in order to investigate concepts, topics, etc.

Students will consider the appropriateness of the digital tool for the task.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

- CRP2. Apply appropriate academic and technical skills.

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- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 11-15
Topic	
Myths and Legends of the Americas	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7	
Learning Objectives and Activities	
Students will be able to: • Express their opinions regarding indigenous groups of Latin America by using common comparing sentence structures in the target language. • Explain the superstitious nature of the Hispanic culture and the role that animals, geological formations, natural occurring events and great bodies of water play in Latin American folklore. • Explain in detail the contributions of the most influential indigenous groups using superlatives within context in the target language. • Discuss popular beliefs of the Hispanic culture using a wide range of topic-related vocabulary and idiomatic expressions. • Share an authentic short story in detail, by using the preterite and imperfect past tenses in context. • Identify, analyze and discuss the legacy of indigenous accomplishments in the area of medicine and how these have influenced modern medicine. • Students will identify the message (explanation of a natural occurrence or moral lesson) hidden behind the most common folktales in the Hispanic culture.	

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- Students will be able to compare and contrast Hispanic traditional gender-role expectations and how these differ from those in their own cultural backgrounds.
- Students will discuss common cultural beliefs and superstitions found in the Latin American and North American cultures.
- Create an authentic story in detail, addressing modern day's social issues regarding gender roles, gender identities, racial differences or environmental challenges produced by climate change.

Activities:

- Video clips
- Maps
- Writing organizers
- Weather picture prompts
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Oral activities
- Graphs
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

Formative:

- Presentational writing prompt
- Role play
- Homework - Interactive/performance-based assignments using virtual educational platforms
- Personal journal

Summative:

- Organizing, writing and revising an original Myth or Legend explaining a natural occurring event or portraying/encouraging or discouraging a popular social behavior.
- Google voice assessment- Presentational speaking prompts

Benchmark:

- Students will create a 5-paragraph original story that either explains something from nature or that encourages/discourages a particular behavior (a moral lesson). Students

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will present their story in the form of a hard copy children's book with illustrations. The story will be read to their peers during class.

Alternative:

- Students can present their original story described above by using a digital medium. Students could create an illustrated cartoon using a software such as "pixton.com" and Voicethread where they are allowed to record their voices reading the story to their peers.

Interdisciplinary Connections

HS-ESS2-2. A- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3)

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.IML.5 - Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSENT.2).
- 9.4.12.IML.6 - Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Technology Integration

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Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

Time Frame

Weeks 16-20

Topic

Hispanic Cuisine and Its Health Impact

Alignment to Standards

2020 NJSLS <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7

Learning Objectives and Activities

Students will be able to:

- Express their opinions regarding the taste of food.
- Recognize and describe how to prepare a recipe
- Advise one another on how to maintain a healthy lifestyle
- Suggest cultural products to purchase and avoid.
- Interpret authentic Spanish recipes
- Recognize the difference between measuring systems.
- Compare/contrast meal times and preparations
- Able to identify cultural products and the effect they have on personal health.

Activities:

- Recipe
- Cooking shows in Spanish
- Manipulative-tools and utensils
- Cookbooks

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- Measurement converters
- Organizers
- Food picture prompts
- Food tasting
- Food pyramid
- Health diary
- Interactive map/food identification activity
- Product picture prompts
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups
- Newspaper clippings/videos
- Maps
- Audio activities
- Comprehension activities
- Conversation stations
- Bell Ringers
- Reading activities
- Oral activities

Assessments

Formative:

- Listening comprehension
- Presentational writing prompts
- Homework

Summative:

- Presentational speaking prompt
- Personal journal
- Online assessment activity
- Google voice assessments
- Recipe presentation

Benchmark:

Students will cook an original hispanic recipe to bring to the class in a food tasting/oral presentation. The oral presentation will offer a complete detailed description of the cooking process, ingredients, texture and flavors found in their recipe of choice. The audience will have the opportunity to produce a 5-paragraph reaction to the food from the presentations where they will compare and contrast plates utilizing vocabulary and grammar structures learned during the unit utilizing the target language.

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Alternative:

Students will record a 5-minute cooking show describing the cooking procedure of an authentic Hispanic food recipe of their choice.

Interdisciplinary Connections

- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

Career Readiness, Life Literacies, and Key Skills

CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will use Google Educational tools in order to investigate concepts, topics, etc.

Students will consider the appropriateness of the digital tool for the task.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Career Education

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- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

